OSSD Scope & Sequence

Scope & Sequence (S&S) is an overview of the skills and content covered in your curriculum at each class/instructional level. It provides an overview of the length of time (scope) and the order (sequence) in which key content will be taught. This template is intended to help develop a S&S for one class/instructional level.

Grade Level(s): K
Content Area and/or Course Title: Social Studies

Yearly Outcome		
The focus of kindergarten is to provide students with opportunities to explore topics that affect them and their personal environments. These include basic citizenship skills such as rule making and compliance, and how these change in different settings (school, home, community). Students will engage in learning about themselves, their schools, their cities/towns, and local communities. They will also develop an awareness of the similarities and differences among individuals in the classroom as well as within the school and community. Students will have the opportunity to compare how life in the past is different from today, with respect to their own experiences within their home, classroom, and community.		
Unit Title	**Unit Item**	**Focus Standards**
My Local Community: Many Roles in Living, Learning, and Working Together	**Unit 1**	***Inquiry Process:*** Students act as social scientists as they ask questions, think critically, solve problems, and share conclusions. *1. Constructing Compelling and Supporting Questions* *2. Gathering and Evaluating Sources* *3. Communicating and Critiquing Solutions* ***Civics*** **D.2.CIV.1.K-2** Describe roles and responsibilities of people in authority. **D.2.CIV.3.K-2** Explain the need for and purposes of rules in various settings inside and outside of school. **D.2.CIV.6.K-2** Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of Authority. **D.2.CIV.7.K-2** Apply civic virtues when participating in school settings. **D.2.CIV.8.K-2** Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. **D.2.CIV.9.K-2** Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. **D.2.CIV.11.K-2** Explain how people can work together to make decisions in the classroom.
My Community: Making Decisions	**Unit 2**	
Making Connections: Mapping My Community	**Unit 3**	

		D.2.CIV.12.K-2 Identify and explain how rules function in public (classroom and school) settings. ***<u>Economics</u>*** **D.2.ECO.3.K-2** Describe the skills and knowledge required to produce certain goods and services. **D.2.ECO.4.K-2** Describe the goods and services that people in the local community produce and those that are produced in other communities. **D.2.ECO.5.K-2** Identify prices of products in a local market. **D.2.ECO.6.K-2** Explain how people earn income. <u>Geography</u> **D.2.GEO.1.K-2** Construct maps, graphs, and other representations of familiar places. **D.2.GEO.2.K-2** Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. **D.2.GEO.3.K-2** Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. **D.2.GEO.5.K-2** Describe how human activities affect the cultural and environmental characteristics of places or regions. **D.2.GEO.6.K-2** Identify some cultural and environmental characteristics of a specific place. <u>History</u> **D.2.HIS.2.K-2** Compare life in the past to life today. **D.2.HIS.14.K-2** Generate possible reasons for an event or development in the past. **D.2.HIS.16.K-2** Select which reasons might be more likely than others to explain a historical event or development.